



St Catherine's School

Behaviour and Anti-Bullying Policy

Reviewed following consultation with children, families, staff and governors

Approved: Autumn 2021

Review: Autumn 2023

Behaviour Policy

At St Catherine's our behaviour policy is centred around developing pro-social behaviours and underpinned by our Christian values. We seek to nurture children who appreciate the richness, diversity and potential of the world beyond their own, including their responsibilities within it. We place a great importance on supporting children to develop positive learning behaviours; resilience, independence, curiosity, challenge, pride and collaboration, in order to help them become healthy, positive citizens now and in the future.

Why does this policy exist?

- To ensure a consistent approach
- To encourage children to make the right choices, equipping them for the world they are living in
- To ensure everyone can learn and is safe
- To reduce the risk of exclusion

At St Catherine's, we have 3 school rules:

- Be **Ready** (children are always ready to learn and do their best)
- Be **Respectful** (children respect: themselves, the world around them, all people and their diverse views and beliefs)
- Be **Safe** (children know what is safe and what to do when they feel unsafe – including online)

All adults at St Catherine's consistently model our school rules.

Staff are trained in Hertfordshire Steps 'Step On' approach to behaviour management, which includes practical techniques of appropriate touch (offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos. We have two certified Hertfordshire Steps Tutors; Mrs J Fitzgerald and Ms M Colton.

How do we recognise children showing positive behaviours?

When pupils are fully engaged and showing positive learning behaviour, we celebrate this through specific praise and recognition. Learners are made aware that their positive behaviour can be rewarding in itself, which is likely to bring about positive experiences and feelings in others.

Predominantly, positive behaviour is praised or acknowledged verbally and 'ask me how I showed....' stickers are sent home.

Throughout the school, staff use a range of methods to help children recognise when they are displaying positive behaviour, as appropriate to their class and individual pupils. These may include;

- Star of the day – in which all children will be selected at some point within the term or year.
- Table points - recognising collaboration and team work
- Dojo points or tallies – in which the difference between children's points is never more than 6
- Raffle tickets – for children showing pro social behaviours and can be nominated by each other
- Recognition behaviour cards
- Positivity books- for use by individual children and adults who can all record a positive from each session of the day

When using these external motivators, staff remain conscious of the effect on **all** pupils and ensure any external rewards are in recognition of positive learning behaviour or pro-social behaviour and NOT on final outcome or attainment alone!

How do we support children showing anti-social behaviours?

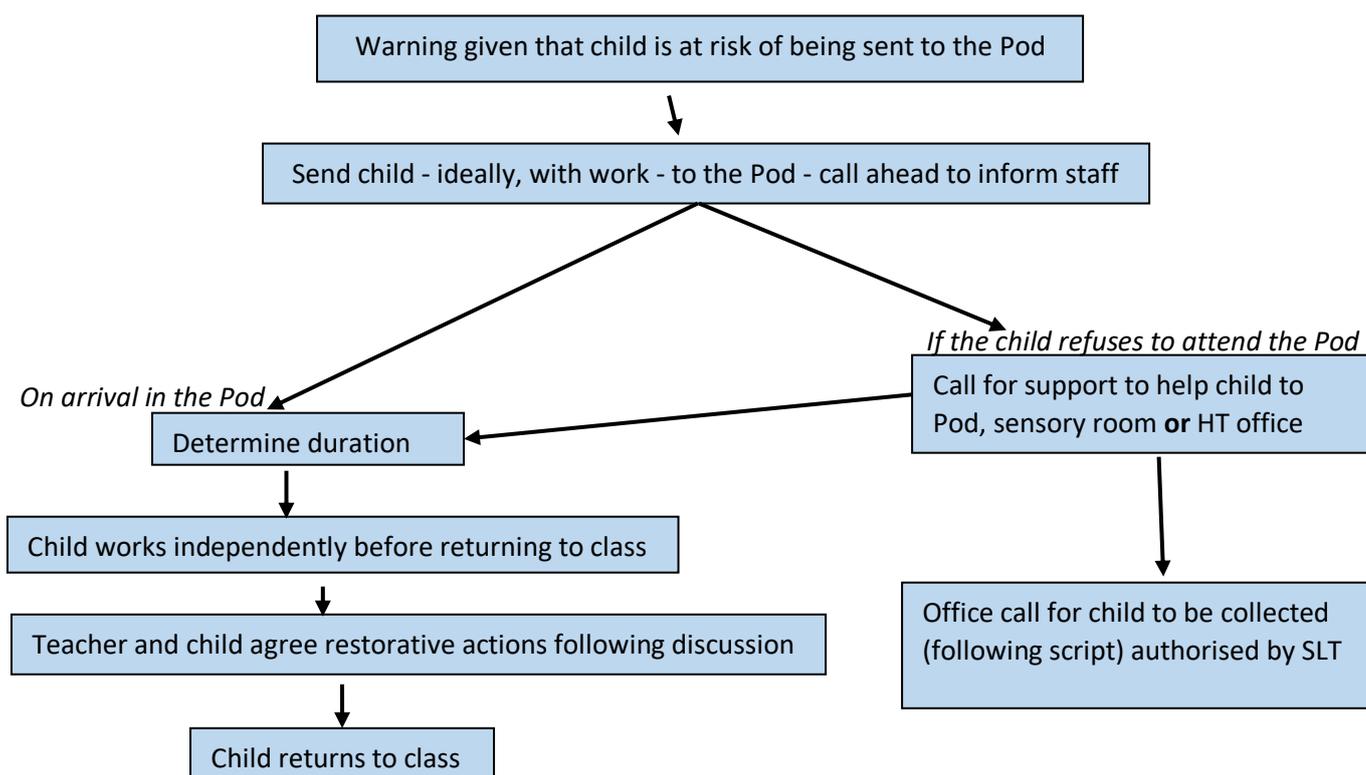
Whilst the emphasis of our school policy is on promoting and recognising children being pro-social, inappropriate or unacceptable behaviour will be addressed. Children need to learn that there are consequences for their actions. However, we recognise there needs to be a degree of flexibility and understanding when responding to each individual situation or incident.

What do we do in response to difficult behaviour?

1. **Think:** why is the child doing this? Aim to recognise what the child is communicating through their behaviour, realising there may be conscious and subconscious reasons.
2. **Remind:** remind child of the relevant rules; Be Ready, Be Respectful, Be Safe and what you expect to see
3. **Respond:** **allow all children involved to explain their point of view** and refer to our school rules; Be Ready, Be Respectful, Be Safe
4. **Consequence:** implement the logical consequence. See appendix for appropriate consequences.
5. **Reflect, Repair, Restore:** this is a calm talk with the child. This should not take place until the child is ready and has had time to reflect on their behaviour. It is an important opportunity for children to think about the incident/behaviour in more detail and must contain an activity or discussion in which the child learns why the behaviour is anti-social or inappropriate. There must be time for the child to make steps to repair and restore relationships affected by the incident and everyone affected by the behaviour must know how the incident has been resolved.

What do we do in response to unacceptable behaviour?

Unacceptable behaviour is when the child's actions are putting themselves or others at risk of harm; when children are unable to learn or teachers unable to teach; when a child is significantly verbally or physically abusive towards adults or peers and class-based approaches have been exhausted. A child may be sent to spend some time in the Pod*



Staff should record on CPOMS what happened and the action taken as a result. In addition, an email will be sent to families informing them of the child's stay in the Pod (see appendix 'SCRIPTS'). Teachers must make sure this is discussed with the family at the end of the school day if necessary.

For some children, anti-social behaviour may continue. When this is the case, teachers, colleagues, members of the inclusion team and families will meet to agree next steps, which could include the provision of pupil support plans based on 'roots and fruits', anxiety mapping and risk reduction plans. Staff have access to a digital version of STEPS supporting documents in the Behaviour folder on the school platform.

Circle Time/PSHE session

All classes use circle time sessions as a tool for promoting positive behaviour. Circle time sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment and take place as appropriate to each class. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation collaboratively.

Wellbeing

At times, children may need additional support from our wellbeing lead Miss Colton. This could include regular 1:1 check-ins, group work or interventions. When additional support is considered, staff will communicate and work in partnership with families, ensuring they are aware of this additional support.

Supporting positive behaviour at lunchtimes

Mid-day Supervisors (MSAs) have access to the same reward systems used by class teachers and can give children recognition stickers when they notice children showing our positive learning behaviours at playtime. In addition, MSAs may give raffle tickets when they see children showing positive behaviour towards others at lunchtime. This will be celebrated in our Friday assemblies.

Lunchtime incidents

Most incidents of anti-social behaviour are addressed by the MSA at the time of the incident and logical consequences related to the behaviour are provided. At times, a child may be asked to stand by the fence or wall as a 'time-out' for the safety of themselves or others, or to provide sufficient time to calm down before building the complete picture and context around the incident.

If the behaviour is targeted or reoccurring anti-social behaviour, MSAs will inform the class teacher **and** they will inform the Inclusion team that the child will be attending the Pod the next day.

Physical intervention

Only STEPS trained staff may use physical intervention in accordance with training, following the Hertfordshire Physical Intervention policy.

Appropriate physical contact at St Catherine's

Physical intervention should be in the student's best interests and always follow the protocol below:

- No lap sitting
- No kissing of any kind
- No pro-actively hugging children
- We will not prise children off or away from their parent

If a child cuddles an adult:

- ✓ Explain that you don't need a hug but if they do that's fine

- ✓ Be sideways on with the child
- ✓ No eye contact
- ✓ Remain talking throughout

Discussing behaviour with families/carers

When discussing behaviour with families, staff will not name children other than those in the family of the parent/carer who is present. Discussion will be limited to behaviour and consequences of their child only, with the assurance given that any incident is being managed appropriately by the school according to the behaviour policy.

Should staff encounter aggressive or threatening behaviour or language from a family member/carer, the following script should be used;

- I am finding your language/tone offensive and am not prepared to continue this conversation unless this changes
- I am not prepared to continue this conversation at this time and will have to ask you to leave the site
- As you have not left the site and are continuing the conversation, I have no alternative but to contact the Police

Exclusions

Occasionally, it may be necessary to exclude a pupil for inappropriate behaviour for a fixed term. If this occurs, in accordance with county guidelines, the local authority and Chair of Governors are informed, a letter is sent to the family and work is provided for the child to do at home. Prior to the child's return to school, a reintegration meeting with the child, family and members of school staff and other professionals, as appropriate, will take place. This is to confirm the child's appreciation of the consequences of their actions and to reassure them that this is a fresh start for them at school.

In exceptional circumstances it may be appropriate, in the Headteacher's judgement, to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) Serious, actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

***The Pod is a small classroom, equipped with resources to help children to continue their learning or self-regulate outside of their own classroom for a limited time. The Pod will be staffed at all times by a member of the Inclusion team or a member of SLT.**

Appendix - Terminology and Guidance

Pro-social/positive behaviour

- Relating to or denoting behaviour which is positive, helpful and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- The absence of anti-social behaviour

Anti-social/difficult/unacceptable behaviour

- Behaviour that causes harm to an individual, the community or the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another

Unsocial behaviour

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. It is perfectly okay for a child to be unsociable.

Consequences

The consequence is a logical learning opportunity and aims to change a child decision making over time. This must include clear opportunities for the child to learn from their actions.

Dangerous behaviour

Dangerous behaviour is very rare and may include:

- ✓ Punching windows – causing lacerations to wrists
- ✓ Attacking self/staff/peers – leading to hospitalisation
- ✓ Headbutting walls – leading to head wounds requiring hospitalisation
- ✓ Throwing computer screens – leading to new equipment needing to be purchased
- ✓ Using blades to self-harm – ambulance needed

Risk assessment calculator

The Hertfordshire tool to assess dangerous behaviour based on: scoring seriousness and probability of behaviour. When a child score 6 or more on the risk assessment plan calculator, a risk reduction plan is created.

Risk reduction plan

The planned management of a child to reduce risk, providing detail of consistent responses to the child. All adults know who and what is on the child's risk management plan.

SCRIPTS

What to do when faced with **difficult** behaviour?

1. Think
2. Remind
3. Respond

I noticed that you are...

Would you like to... or... (offering two choices of equal value)?

Do you remember when you... (pro-social behaviour), that is who I need to see today. Thank you for listening.

4. Logical consequence

*You have decided to.... so **obviously** you must now... (this must be logical)*

5. Reflect, Repair, Restore

What happened?

What were you thinking at the time?

Who has been affected and what were they thinking/feeling at the time?

How can we repair relationships? (How and when? Make sure this happens)

What have we learnt so we respond differently next time?

What do we do when a child is in crisis?

When a child is in crisis, follow the de-escalation script:

- a. *Learner's name*
- b. *I can see something has happened*
- c. *I am here to help*
- d. *Talk and I will listen*
- e. *Come with me and...*

Positive phrasing the desired outcome

- ✓ *Stand next to me*
- ✓ *Put the pen on the table*
- ✓ *Walk in the corridor*
- ✓ *Switch the computer screen off*
- ✓ *Walk with me to the library*
- ✓ *Stay seated in your chair*

Invitations that provide limited choice

- ✓ *Where shall we talk, here or in the library?*
- ✓ *Put the pen on the table or in the box*
- ✓ *I am making a drink, orange or lemon?*
- ✓ *Are you going to sit on your own or with the group?*
- ✓ *Are you starting your work with the words or a picture?*

Phrase to disempowering behaviour

- ✓ *You can listen from there*
- ✓ *Come and find me when you come back*
- ✓ *Come back into the room when you are ready.*
- ✓ *We will carry on when you are ready.*

Informing families via phone call of need to collect their child from school (following approval from a member of SLT)

This is _____ from school.

I have been asked to contact you because I am afraid that we will need you to come and collect _____

They have been asked to go to the Pod and have not done so. I'm afraid I don't have any more details, but _____ will talk to you about it when you come to collect them.

Informing families via email of a child's time in the Pod

Dear _____

I have been asked to inform you that your child has spent some time in the Pod today due to unacceptable behaviour.

Your child's class teacher may discuss this with you in more detail if necessary.

Kind regards

Anti-bullying Policy

St Catherine's School Statement

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Aims and Purpose of this Policy

Anti-social behaviour (including bullying) of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and manage any bullying, harassment or discrimination. We actively promote values of respect and equality and work to make sure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Related policies;

- Behaviour Policy,
- ICT Safe Use Policy,
- Equalities Policy,
- Child Protection Policy,

What is Bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

- Physical – such as hitting or physically frightening someone, or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using insulting or offensive language or threatening someone
- Psychological – such as deliberately leaving out or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)

- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or another personal situation
- Related to another vulnerable group of people such as young carers

At St Catherine's, no form of bullying will be tolerated and all incidents will be taken seriously.

How to report Bullying

If a pupil is being bullied, they should not retaliate but tell someone they trust about it such as a friend, family member or trusted adult. They should also report any bullying incidents in school:

- Report to a teacher – their class teacher, Mrs Wallis or Mrs Devonshire or any other teacher
- Tell a friend who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office staff
- Tell an adult at home
- Report anonymously through class listening boxes or other methods
- Call ChildLine to speak with someone in confidence on 0800 111

What to do if Bullying is reported to you

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, site manager, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

The following staff members are anti-bullying leads: **Mrs Wallis and Mrs Devonshire**

SENIOR STAFF: The Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, it is the whole staff who are responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, pretending to be ill or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff at admin@stcaths.herts.sch.uk

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult. They can also tell a trusted adult if they see anyone being bullied or bullying.

Responding to bullying - what happens when bullying has been reported?

- Staff will record the bullying incident centrally on CPOMS*
- Designated school staff will be immediately alerted and monitor the information recorded on CPOMS, analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

- Staff will offer support to the target of the bullying and the bully, in discussion with the pupil's class teacher and family. Individual meetings will then be held with any target of bullying and the bully to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault (for the target). Action plans will make use of playground monitoring, play leaders and a personalised, agreed support plan.
- The bully may spend time in the Pod as part of the restoration process
- Staff will inform parents or carers and where appropriate involve them in any plans of action using guidelines set out in the behaviour policy
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

What happens if bullying takes place outside of school?

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

How do we prevent and tackle bullying at St Catherine's?

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying leaflet which is displayed in classrooms and around the school, which ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying'
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Safer Internet Day and all computing lessons include references to online safety.
- The school Rules 'Be ready, be respectful, be safe' promote equality and respect. Christian values are embedded across the curriculum to ensure that it is as inclusive as possible.

- Stereotypes are challenged by staff and pupils across the school.
- Strategies including 'social stories' may be used to develop an understanding of particular situations and the appropriate behaviours in a literal way.
- Restorative justice responses provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

Training

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching (including midday supervisors, site manager and office staff) receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The head teacher is responsible for reporting to the governing board (and the local authority where applicable) on how the policy is being enforced and upheld, via the Head Teacher's report to governors. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Anti-bullying Leaflet

St Catherine's is a safe & fair school, where bullying is not tolerated.

What is bullying?

Bullying is when a person is unkind to someone else, on purpose, time and time again.

A useful way to remember what bullying is:



Several
Times
On
Purpose

Bullying can be:

- Hitting or threatening others on purpose time and time again
- Calling someone names, time and time again
- Saying nasty things to someone or about someone time and time again
- Touching someone when they don't want you to, time and time again
- Distracting someone or stopping them from doing their work, on purpose, time and time again
- Cyberbullying, being unkind or inappropriate on social media time and time again

What do you do if you think you are being bullied?

SPEAK OUT

1. Tell someone you trust; an adult, or friends at school or at home
2. Have the courage to ask for help
3. If you have already told an adult about bullying, you must still tell them again.